

Report of the Strategic Director of Children's Services to the meeting of Children's Overview and Scrutiny Committee to be held on 20th December 2023

Subject:

Raising Attainment Strategy

Summary statement:

This report provides an update on the Raising Attainment Strategy following the release of Phonics, Key Stage 1 and Key Stage 2 attainment data 2022/23

EQUALITY & DIVERSITY:

The School Improvement Service promotes equality. When working with commissioned partners it ensures that no individual or group is discriminated against based on race, gender, disability, religion or belief, sexual orientation, age, or other protected characteristic. The actions and recommendations outlined in this report have undergone a thorough equality assessment. This assessment ensures that the policies, practices, strategies, services, or functions presented herein are inclusive and do not inadvertently disadvantage any particular group.

The School Improvement Service recognises the importance of the Council's equality objectives. The work presented in this report contributes to these objectives by fostering an environment where every child receives the highest standard of education, protection and care regardless of their background or identity. Specific measures have been implemented to ensure that the work was culturally sensitive and practices and responsive to the diverse needs of our community.

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Overview & Scrutiny Area:

Children's Services

1. SUMMARY

- 1.1 This report provides an update on the work of the Raising Attainment Strategy. It provides the final outcome data following the end of the project in July 2023.

2. BACKGROUND

- 2.1 The Raising Attainment Strategy was intended to be a 5 Year plan. However, budget constraints have meant that the work ceased in July 2023.

- 2.2 This paper focuses on the primary intervention work done during the spring term 2022 and the academic year 2022/ 23 (4 terms in total)

- 2.3 The whole strategy was managed by the Education and Learning Team.

- 2.4 Data from 2018/19 to 2021/22 was initially used to select the schools that were eligible and would benefit from participation in the programme. Criteria included any school below National for English and/or maths in KS1 or KS2, schools with a 'spiky' profile (increase one year decline the next) or any school showing a decline in data over the last 3 years.

- 2.5 The LA commissioned support for primary schools for English and mathematics from local DfE Literacy and Numeracy Hubs – White Rose Maths Hub and Burley Woodhead English Hub to deliver proven programmes of support and intervention for identified schools, and year groups in identified schools. These programmes were intensive and lengthy to ensure impact in schools – 16 weeks' provision. The programmes were delivered by Specialist Leaders in Education (SLEs). It was necessary to train additional Specialist Leaders in Education (SLE) for English to deliver the programme. A programme manager was seconded from her role as deputy headteacher of a primary school for 2 days per week for the academic year to manage the programmes.

2.6 Mathematics

- 20 schools were involved
- Audits of provision were done in all schools
- SLEs worked with the schools either weekly or fortnightly
- A network event was held in spring 2022 providing an opportunity for schools involved to meet.

2.7 English

- 9 schools received English support
- SLEs were trained to ensure that the capacity for support for English was now increased and standardised.
- Schools were audited
- 3 schools received support for both English and Maths

- Regular meetings with Maths and English hubs ensured support from SLE's was standardised

2.8 The capacity of the Hubs to provide support differed. The Maths Hub had a much larger pool of SLE's in comparison to the English Hub. The maths SLE's were contracted and employed by either The Maths Hub or White Rose so had weekly availability to support schools. English SLE's are full time working teachers in Bradford schools so their availability was limited.

2.9 In order to have maximum impact the strategy focused on particular areas for development including leadership support for the maths lead or leads in school, focused support for individual members of staff (eg, Early Career Teachers, Early Years teams, new to school staff, key teachers who needed extra support), Year 6 children, Year 2 children and finally (after completion of SATs), children in the Early Years.

2.10 SLE's were appointed to individual schools and stayed for the duration of the support work to ensure continuity. In a number of schools where early years was identified as needing extra support, early years specialist SLE's were brought in to support both the SLE and teacher working in that phase earlier in the project.

2.11 In January 2023, an offer of extra tutoring for the 7 lowest performing schools was presented by the White Rose Maths Team. The offer comprised of 15 hours of maths tuition, between Jan 23 until the first week of SATs, planned, assessed and delivered by a WRM tutor who would work directly with their allocated school. All 7 schools took this offer – Shirley Manor, Fearnville, Lower Fields, Carrwood, Ley Top, Parkland, St Oswald's

2.12

	High level of support
	Medium level of support
	Light support

Mathematics Outcomes

Schools	KS1		KS2	
	21/22	22/23	21/22	22/23
Appleton		75%	60%	81.4%
Carrwood	48.8%	38.0%	45.3%	43.9%
Clayton Village	50%	63.3%	59.4%	53.8%
Crossley Hall	50%	65.9%	73.2%	62.1%
Fagley	60%	40%	74.1%	76.7%
Fearnville	53.1%	60%	27.7%	45.3%
Green Lane	49.4%	23.2%	61.4%	56.8%
Grove House	63.5%	64.4%	65.5%	69%
Haworth	61.9%	61.9%	52.9%	84.1%
Hollingwood	60.3%	66.7%	83.6%	82%
Hoyle Court	64.3%	78.3%	57.1%	56.1%
Killinghall	60%	60.7%	84.4%	86.7%
Ley Top	71.9%	55.9%	50%	56.4%
Lower Fields	61%	25.9%	53.4%	40%
Myrtle Park	24.1%	70%	46.7%	66.7%

Our Lady of Victories	46.7%	46.7%	83.9%	93.3%
Parkland	42.3%	57.1%	36.7%	33.8%
Ryecroft	57.7%	57.1%	67.5%	63.6%
Shipleigh CE	76.3%	63%	60%	76.7%
Shirley Manor	63.3%	68.2%	35.7%	46.7%
St Oswald's	65.4%	53.6%	50.9%	51.7%
Westminster	57.6%	63.3%	64.8%	51.1%
Whetley	42.9%	31.9%	59.5%	52.2%

2.13 English Outcomes

Schools	Phonics		KS1				KS2			
	21/22	22/23	Reading		Writing		Reading		Writing	
			21/22	22/23	21/22	22/23	21/22	22/23	21/22	22/23
Fearnville	72.9%	77.1%	49%	56%	42.9%	56%	38.3%	48.1%	21.3%	51.9%
Green Lane	73.1%	71.8%	52.9%	40.2%	40%	17.1%	60.2%	48.1%	61.4%	63%
Home Farm	70%	60.3%	60%	53.3%	56.7%	58.3%	54.8%	63.3%	61.3%	65%
Our Lady and St Brendan's	77.4%	82.8%	45.2%	54.8%	41.9%	67.7%	65.4%	53.6%	76.9%	67.9%
Shirley Manor	33.3%	64%	50%	63%	46.7%	54.5%	50%	43.3%	71.4%	63.3%
St Columba's	86%	79.1%	45.3%	75%	45.3%	72.8%	70.4%	60.4%	77.8%	81.1%
St Joseph's RC	47.8%	68.9%	58.1%	60%	58.1%	48.9%	58.3%	72.7%	66.7%	75%
Wilsden	67.4%	87.8%	71.1%	69%	57.8%	57.1%	80.4%	68.8%	68.6%	79.2%

National data:

In individual subjects, attainment increased in maths and writing compared to 2022.

Attainment fell in reading.

In reading, 73% of pupils met the expected standard, down from 75% in 2022.

In maths, 73% of pupils met the expected standard, up from 71% in 2022.

In writing, 71% of pupils met the expected standard, up from 69% in 2022.

2.14 Attitudinal impact – Mathematics following 1-3 tuition sessions



2.15 Other outcomes - English

- Support in all 8 of the engaging schools was positively received.
- 5 of the schools receiving intensive support from the strategy improved KS1 reading and writing results.
- 5 schools have shown marked improvement in phonics.
- 3 have improved scores in phonics, KS1 reading and KS1 writing.

2.16 Other outcomes - Mathematics

- Through observation at the exit reviews, teacher confidence in all RAS schools was visibly improved. All maths middle leaders felt they were better armed to lead their subject and could confidently assess their school's strengths and areas that needed further development
- Strong maths teaching across the school was identified by Ofsted in 3 schools that underwent inspection during their time with RAS.
- 2023 data highlighted gains in many of the project schools:
 - 12 schools improved their KS1 maths results
 - 12 schools improved their KS2 maths results
 - 8 schools improved both their KS1 and KS2 results
- Of the 7 schools receiving WRM tutoring, all children increased their own confidence score from beginning to end of the tutoring programme and 92% of all tutored children made progress from their starting points.
- All RAS schools now have stability in their leadership of the subject. The maths lead in each of the schools will continue to be the lead in this current academic year and is familiar with the expectations required by the Maths Hub. All schools have signed up to continue working with the Hub through a variety of DFE funded programmes – eg. Teaching for Mastery, Sustaining or embedding programmes etc

4. FINANCIAL & RESOURCE APPRAISAL

4.1 For the year 2022/23 the aggregate sum of:

£116,480 - English

6 SLE's working across 6 schools based on fortnightly support at £480 a day; 3 visits per term including 1 audit day (18 visits a year) plus £200 budget for essential resources	£53,040
5 SLE's working across 5 schools based on fortnightly support at £480 a day 3 visits per term including 1 audit day (12 visits a year) plus £200 budget for essential resources	£29,800
Management time and development days for English Hub 1 day per half term, Hub lead + 2 SLE's at £480 per person per day	£8,640
Additional resource and staff support fund	£25,000
Total for English Hub	£116,480

The aim was to begin the project with 6 SLE's working in the 6 schools with the highest need. Four new English SLE's were recruited to work specifically for the Raising Attainment Strategy and rolled out support in a smaller number of schools. Ideally a further 5 SLE's were to be recruited to start Jan 23 but no suitable applicants were found.

4.2 For the year 2022/23 the aggregate sum of:

£260,800.00 – Maths

24 SLE's working across 24 schools based on fortnightly support at £480 a day; 3 visits per term including 1 audit day (18 visits a year) plus £200 budget for essential resources	£212,160
Management time and development days for Maths Hub 1 day per half term, Hub lead + 2 SLE's at £480 per person per day	£8,640
Additional resource and staff support fund	£40,000
Total for Maths Hub	£260,800

The Maths Hub worked successfully throughout to support 22 schools across Bradford. In January 2023, White Rose Maths worked alongside The Hub to provide extra support in the form of 1:3 tutoring in 7 of the lowest performing schools. This support was delivered at a cost of £20000 and was taken from the allocated £40000 shown above as 'Additional resource and staff support fund'.

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

5.1 None.

6. LEGAL APPRAISAL

Initially there were concerns from the English Hub around payment for support. As the funding from the Hub is obtained directly from the DFE they have to remain as a non-profit making organisation. Hence, it was agreed RAS reimbursed the English SLE's schools directly rather than the Hub.

7. OTHER IMPLICATIONS

7.1 EQUALITY & DIVERSITY

Impacts on all children and young people. Specific focus on supporting children to engage with learning and achieve following pandemic disruption.

7.2 SUSTAINABILITY IMPLICATIONS

NA

7.3 GREENHOUSE GAS EMISSIONS IMPACTS

NA

7.4 COMMUNITY SAFETY IMPLICATIONS

NA

7.5 HUMAN RIGHTS ACT

All children have the right to an education.

7.6 TRADE UNION

NA

7.7 IMPLICATIONS FOR CORPORATE PARENTING

Looked after children will also benefit from this work.

7.8 ISSUES ARISING FROM PRIVACY IMPACT ASSESMENT

NA

8. NOT FOR PUBLICATION DOCUMENTS

8.1 None.

9. OPTIONS

9.1 Not Applicable.

10. RECOMMENDATIONS

10.1 Members are asked to accept the reports and note the final outcomes of the Raising Attainment Strategy implementation.

11. APPENDICES

11.1 None.

12. BACKGROUND DOCUMENTS

12.1 None.

APPENDIX

Glossary

DfE	Department for Education
EY	Early Years – Nursery and Reception classes
KS1	Key Stage 1 – years 1-3
KS2	Key Stage 2 – years 4-6
LA	Local Authority
RAS	Raising attainment strategy
SATs	Standard assessment tests – national tests done in year 2 and year 6
SLE	Specialist leader of education
WRM	White Rose Maths Hub